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ABSTRACT

Research previous to this study suggested that the efficiency of teachers increases to a zenith and from there decreases to a degree of inefficiency. This research led to a hypothesis that teaching characteristics can be associated with career development stages. In phase I of this study (conducted in 1983) 145 principals from 2 midwestern states were surveyed on the question of career stages. Their responses yielded 161 characteristics which they felt differentiated one instructional stage from the other. These characteristics were then used as the basis for phase II of the study, in which 50 high school principals from each of six states in the mid-south were surveyed to determine if teaching characteristics indicating teacher efficiency could be consistently associated with various stages of career development (analysis was based on results from 103 respondents). The subjects were requested to assign items on the survey to corresponding levels of experience they thought described teachers at certain stages of their career. Results of this study supported the proposed hypothesis and may be used to identify teachers who need staff development. However, further research is necessary to more thoroughly validate the model. (RG)

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PHASE II EXAMINATIOL OF PRINCIPAL'S PERCEPTIONS IN IDENTIFYING INSTRUCTIONAL STAGES ASSOCIATED WITH TEACHER OUTPUT

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I. INTRODUCTION

Statement of the Problem

A basic purpose within this study was to determine if a set of teaching traits could be identified consistently by practitioners which characterize teachers performing in different stages of career development. The underlying problem in this study was to answer the question, 'Based on Principal's Perceptions In The Mid-South Education Region, Will Teaching Characteristics Non-Randomly Fall Within Instructional Stages?'

This study paralleled Ryans' (1960) research which dealt with finding the traits and behaviors of teachers related with classroom effectiveness. After extensive, direct observations, Ryans concluded that several patterns of behavior appeared evident. Identification of three independent patterns were classified as the following:

1. Pattern X - warm, friendly, understanding vs. egocentric, aloof, restricted teacher behavior;
2. Pattern Y - responsible, businesslike, systematic vs. evading, unplanned, slipshod teacher behavior;
3. Pattern Z - stimulating, imaginative, sergeant vs. dull, routine teacher behavior.

Ryans suggested, through data analysis, that these patterns were areas that could be included under interpersonal relations. However, all teachers may not be categorized in any of these patterns. Ryans also noted that teachers, in their early career stages, showed growth toward advancing these traits of effective teachers. Thus, as the teacher matured, their growth leveled off and, finally, after about the age of 50, there was a relatively quick drop in teacher effectiveness.

Related Literature

When an individual is employed to teach, it is assumed that he is properly certified and that an institution has prepared him to enter a classroom as a teacher. It is also assumed that the students' needs will be met. However, a number of research studies dealing with the problems of the educational system in the United States were produced in the early 1980's. The National Commission on Excellence in Education (1980) published 'A Nation At Risk' and set the stage for an increased awareness in educational reform. The commission concluded that one of the major causes for the need for educational reform was the increased level of mediocrity in schools.

If there is a professional let-down by the teacher, the learning process becomes mechanically oriented. Bloom (1982) suggested that students could learn a great deal on their own outside the school environment. Contrary, in the school environment, he must learn from the available instructional materials and the teacher. Lessinger (1970), in producing his basic rights of democratic education, stipulated that each child had a right to be taught what he needed to know in order to take a productive part in society. This assumed ideal had been an interesting topic of discussion since the 'acculturation of immigrants' philosophy in the early part of this century.

Traditionally, much emphasis had been placed on the product from public education. Wise (1977) proposed that if a student failed to learn, his teacher was violating the law and therefore committed a crime. While this was a bit extreme, it represented a point of view about the seriousness of an unproductive classroom environment.

In addition, frustration in teaching provided the catalyst that forced hundreds of teachers out of the profession each year. In one local survey in Tennessee, Klenebow (1983) found that 65% of the respondents had doubt about returning to teaching as a profession. Although this report was not indicative of the total population of teachers, it proposed a concern that a problem existed.

Over the years, many educators have theorized concerning the difficulties teachers inevitably face from their initial experience throughout their career. Wright and Tuska (1968) purported that a teacher's attitude was considered basic to his effective performance in the classroom. Yet all too often, the idealistic attitudes which were brought into the profession by the novice teacher have not withstood the realities encountered in 'the real world.' Wilhelms (1968) theorized that the beginning teacher was often shocked and disillusioned of the realities in teaching. Each passing day presented varying situations which would affect the attitudes of the beginning teacher. How he responded to those situations depended upon his personal make-up and background. However, his satisfaction with the profession and perhaps his decision to remain in teaching often coincided with an attitude which was changed or shaped through his initial experience.

Fuller (1967) reported results from studies involving student teachers meeting in group counseling seminars. Frequency of response indicated two distinct topics of concern within the school system parameter. Topic one was their self-concern while topic two paralleled pupil learning and progress.

Other studies involving student teachers provided insights into understanding concerns as indicated by the student teacher sample. Ranging from self-adequacy to an inability to gain control of a class, these realizations of student teachers proved vital in coping with the important first few years of teaching.

Although graduated from an institution and certified by the state, the beginning teacher lacked the experiences that would aid him in forming realistic views concerning his role in the teaching profession. Bush (1965) insisted that many new teachers entered the classroom with unrealistic expectations of themselves. Individuals entered the teaching profession with preconceived attitudes concerning their personal role in teaching and education. Initial attitudes, better or worse, are thought to determine the individual's success or failure as a teacher.

When attitudes affect the teachers' performance in the classroom, the teacher and the organization must be able to recognize the problem, and must be mutually able to provide personal and/or organizational rejuvenation techniques. These techniques are vital in reinforcing the teachers' confidence in their abilities to have a positive influence on students. Denham and Michael (1981) revealed this concept in their research using self-efficacy. They concluded that high teacher self-efficacy was associated with improvement in student academic performance and self-concepts. They also pointed out that teacher efficacy was related to innovation, professional improvement, and job satisfaction. In another study, Combs and Snygg (1959) proposed that the maintenance and enhancement of the perceived self was the motive

behind all behavior. This followed their theory that motivation involved personal contribution. Purkey (1970) produced six factors that were considered extremely important in developing favorable self-images in teachers for students. These included challenge, freedom, respect, warmth, control, and success. Motivation was the conducive factor in creating the type of learning atmosphere necessary to maintain the proper attitudes.

It must be understood, at this point, that personal motivation may not produce the type of classroom production that is expected by the organization. The organization must also provide techniques that will interact with personal motivation to produce continuous professional rejuvenation and job satisfaction. It must also provide techniques that would enhance personal motivation if it was detected that none existed.

Teaching has been a complex activity carried on in a complex environment. It has promoted the interaction of innumerable characteristics of the teacher and innumerable characteristics of the students in the classroom. These interactions are in turn enhanced or maligned by a multitude of environmental factors.

Although there has never been, as yet, a commonly agreed upon definitive of teaching effectiveness, the identification of the 'good' versus the 'poor' teacher has been of ever-increasing importance. The concept that superior learning is a function of the effective teacher has long been perceived as true. Mitzel (1960) classified criteria for teacher effectiveness research under the headings of product, process, and presage criteria. He argued that educational products in the form

of student gains, growth, and changes were essential characteristics in determining teacher effectiveness.

There has been an underlying problem in that the determiners and the facets of student behavior are numerous and that identification of only one teaching characteristic as being antecedent to any one element in student growth proved inconceivable. However, conceivability of effective teaching might not manifest immediate student growth but latent effects became operative long after the student left the environment of the particular teacher. This proved very critical for the classroom teacher in that self-evaluation could not be immediately verified, thus having a possible negative impact on this individual teacher. Ryans (1957-1960) hypothesized that teacher effectiveness was multidimensional, and that any genuine identification of the effective teacher can be made only by discovering the interrelated patterns of teacher characteristics. McGregor (1960) produced his classification of leaders into Theory X and Theory Y. He suggested that the Theory X leaders were basically lazy and must be closely supervised, while the Theory Y leaders were self starters, needed minimum supervision, and liked to work.

Teachers identified in the Theory X concept suggested a need for self-improvement practices in order to be productive in the field of education. Trends in teacher morale have indicated a need for promoting effective programs that would constantly rejuvenate teachers, thus providing a continuous motivational climate. Over the past 20 years, accountability factors from the public have placed greater stress on instructional performance. The 1980 'Nation At Risk'

phenomenon produced many abrupt changes in the educational environment throughout the nation and was a major contributor to legislative actions, i. e., the Mississippi Educational Reform Act of 1982, The Accountability in Management (AIM), now the Instructional Management Plan (IMP), the Mississippi Teacher Assessment Instrument (MTAI), The Florida Performance Measurement System in Kentucky (FPMS), and state accreditation procedures just to name a few. These changes in the educational atmosphere have placed added pressures to already stressful positions. Dunham (1984) cited four areas that teachers encounter in stressful situations. These included frustration, anxiety, exhaustion, and burnout. However, it did not classify teaching characteristics that may accompany these four areas. It is the identification of these characteristics that is vital in satisfying organization, state, and personal needs that can differentiate a productive educational environment (positive instructional transfer) from a non-productive environment (negative instructional transfer).

Hypothesis

Consideration of research findings pertinent to the area under study suggested the following directional hypothesis: 'Teaching Characteristics Will Non-Randomly Fall And Be Identified Within Pre-Determined Stages Based On Principal's Perceptions Within The Mid-South Education Region.' The hypothesis followed a proposed instructional theory that, barring any rejuvenation processes, a teacher's instructional transfer develops to a culmination point at which time there will be a steady decline to an instructional transfer level of ineffectiveness. This study sought to identify instructional traits

that would identify certain behaviors characterizing one instructional stage from another.

For the purpose of this research, definitions are given to further clarify the meaning within the context of this study. Perceptions included the felt characteristics by principals of teachers at a particular stage selected from the instrument list. Teaching characteristics included traits that are unique to a certain instructional stage. Instructional stages consisted of pre-determined stages identified by a 1983 exploratory study and based on the number of year of teaching experiences, i.e., 1, 5, 10, 20, 30.

II. METHODOLOGY

Subjects

From the population of high school principals in the Mid-South Education Region, a random sample of 50 from each of the six states was chosen to participate.

Instrument

The instrument used in this study was developed from a phase I, 1983 two-state exploratory study in Illinois and Indiana and included 161 teaching characteristics. The subjects used in this exploratory study included 145 randomly selected principals. Each had a minimum of 15 years of administrative experience as a building principal and had direct supervisory and evaluative experience. The subjects were chosen due to their familiarity with the faculty from day to day operations over a period of years.

Regarding appropriate and inappropriate motivational and

instructional output/classroom management practices, the subjects were asked, "How would a first year teacher differ from a fifth year teacher; a fifth year teacher from a tenth year teacher;...?" The subjects were then asked, based on their evaluative experience, to list a series of instructional stages they believed teachers would enter from their first year of employment through retirement. Finally, they were asked to provide several characteristics they felt differentiated one instructional stage from another. Data from 93 respondents were analyzed and concisely grouped into the 161 characteristics utilized for this study.

Results indicated the need to further clarify the role variables in association with the career development model. This phase II research was a descriptive study, thus face validity of these characteristics was assumed based on subjects' reliability assessment as administrators. This instrument was designed to allow latitude in their associations without being exhaustive in nature. The instructional stages coincided with teachers in first, fifth, tenth, twentieth, and thirtieth year of experience. The subjects were to assign each item to a corresponding level of experience they felt correctly described a teacher at that particular stage of a career.

III. DATA ANALYSIS

Collection of Data

Fifty principals from each of the six states in the Mid-South Education Region were mailed the 161 teaching characteristics and proposed instructional stages. A letter of introduction and a general description of the study accompanied the teaching characteristics. A

self-addressed, stamped envelope was also enclosed in order for the subjects to return the instrument at no cost to them. If the predetermined number of responses was not reached, a follow-up post card was mailed reminding them to respond. If the number of returns was still insufficient after the post card, a telephone call was made to further remind them, or to determine if another instrument was to be mailed. Analysis was based on results of 103 respondents.

Treatment of Data

Factor analysis was the statistical technique utilized for the treatment of data to determine the significance of variables to the instructional stages. Results of the factor analysis identified teaching characteristics which served as descriptors of each instructional stage.

The original 161 items were subjected to principal component factor analysis. Since the SPSS program used to analyze the data could handle a maximum of 100 items, the items of instrument were split into two parts and two separate principal component analyses were run. In the analysis approximately 10 factors and items loading to these factors were investigated. Items of each of the two separate initial analysis which loaded as much as .25 were isolated and identified within the first 10 factors. This analysis yielded 98 items which were combined in a new principal component factor analysis with orthogonal rotation.

In the preliminary analysis, it appeared that seven factors would reasonably good number of items loading on them. However, with further analysis, it was discovered that several of the variables were

not entering to factor loading. It was then decided to do an oblique rotation to see if this would secure better loading for factors. This result produced more desirable loadings, but at least two of the factors were not complete and exactly clear. In an attempt to re-analyze the data, the principal component analysis under oblique rotation was used again. However, the number of factors was restricted to five when the analysis was repeated. This time the factors appeared loading very well, and the variables contributing to each of the factors described clusters that made logical sense in terms of the career development model that was being investigated.

Data being reported in this analysis was based on the five factors that were derived from the oblique rotation of factor analysis. The percent of variance common to each of the factors was noted and reported in table 1

After these factors were identified and described, a frequency analysis was done for each of the items within each set that were factored. This analysis was to determine the level of career development to which subjects had indicated the variable to be. The mode was then determined for the frequency levels, i.e., if the subject felt that this item was characteristic of a beginning teacher, a scale was characterized by the number 1.

The reduction to five factors produced preliminary clusters that described certain levels of instruction, but appeared not to be sequential according to the proposed model. An average of the modal measurements for each stage produced instructional levels that were sequential in nature and logically described associations of distinct

TABLE 1

Percent Of The Variance Common To Each Of The Five Described Factors

Factor	% Of Variance In Commonality
1	23.5
2	21.5
3	19.8
4	18.2
5	16.9

separation of stages. (The subscript after each factor represents the initial position before modal average)

From this the derived factors were associated with the career development model. In this analysis it was found that there was a strong concomitance identified for the frequency of these responses at each of the career intervals. For example, items in factor 1_5 resembled an individual that was aggressive, self-assured, but a bit timid, somewhat unprepared, and warm. From data analysis, this stage best described a beginning teacher who sought to develop the tools necessary to produce positive, educational results. The enthusiasm and desire was reflected in the approach to education; however, it was sometimes mistaken for arrogance. Acceptance by peers was paramount to the success as a teacher in the first few years. (Table 2)

Factor 2_2 depicted an individual who was conscientious, stimulating and innovative, possessed leadership qualities, and had a high self-worth interpretation. It further described a teacher past the provisional stage who was continually up-dating instructional techniques. This teaching behavior was product-oriented with effective results, while promoting organizational and community values and objectives. (Table 3)

Items in factor 3_4, characterized an individual who was egotistical, business-like, structured, and subjective. Analysis further described an experienced teacher who was highly systematized, but failed to develop further or expand instructional capabilities. This stage produced the beginnings of an instructional routine that was coupled with a decrease in individual and student expectation.

Table 2

Variables Loading To Factor I_5: Provisional Stage

Variable	Loading	Modal Response
Little Subject Matter Development	-.62313	4
Eager	.46877	1
Promotes Good Character	.41449	3
Problem-Solving Techniques	.35811	2
Friendly, Outgoing	.33262	1
Teacher/Student Learning Relationship	-.32322	4
Refusal To Accept Constructive Criticism	.32241	4
Student Achievement	.32045	2
Minimal Self-Improvement Practices	.29703	4
Low Emotional Adjustment	-.27206	1

Table 3

Variables Loading To Factor 2_2: Development State

Variables	Loading	Modal Response
Inductive Approach To Education	.45559	2
Non-Directive Classroom Procedures	.43075	5
Personal Improvement	.41164	2
Individual Initiative	.40969	3
Student-Centered Environment	.38398	3
Decrease In Evaluation Of Student's Progress	-.37947	4
Correct Grammar Usage	.37251	3
Trial And Error For Instructional Method	.34980	2
Values Exactness In Classroom Operations	.33816	4
Lack Of Cooperation In Immaterial Concerns	.32787	5
Appropriate Classroom Management Techniques	.32045	3
Approachable To All Students And Peers	.30486	2

Teaching as a joy was being replaced by teaching as a job, while educational changes were becoming tedious in nature. (Table 4)

Monotonous, unimaginative, unmotivated, and controlled best described a person in factor 4_3. This teacher's lack of initiative produced a laissez-faire classroom attitude whereby sequential learning was repetitious in style and porous in nature. Although there was simulated instruction, no extra effort for increased productivity was noticed. This aspect produced a type of instruction that was transgressed from administrative expectations. Classroom material remained unchanged from year to year, while burnout symptoms increased in intensity. (Table 5)

Factor 5_1 characterized an individual who was ineffective, unproductive, uncaring, and self-oriented. This teacher was either close to retirement, had mistakenly chosen teaching as career, or had extreme burnout. Students appeared to run the classroom setting, initiated procedures, and entered in a self-learning atmosphere. Although the room appeared productive, there was a failure to provide instructional leadership. This failure negated the requirement to fulfill the in-depth, curricular content necessary for a complete, educational exposure and thereby produced false results. (Table 6)

IV. DISCUSSION

Implications from this study fell into two areas relative to staff development. The most narrow relates to current staff development practices while the broader implications are directed toward the need for additional research. Being of the preliminary nature, immediately tangible and conclusive results were not anticipated.

Table 4

Variables Loading To Factor 3_4: Decelerating Stage

Variables	Loading	Modal Response
Efficient Time-Management Skills	-.53988	2
Survival Mode From Paycheck To Paycheck	-.44333	5
High Assessment Of Ability	-.40425	3
Subject-Matter Preparation	-.33743	2
Negative Reinforcement Of Student's Progress	.32373	5
Happily Married	.32012	3
Displays Arrogance In Job Performance	-.31407	4
Personal Self-Efficacy Evaluation	-.30806	2
Does Not Associate With Change	.30778	5
Decrease In Climate Criteria Development	.30689	4
Personal Satisfaction	-.25861	3

Table 5

Variables Loading To Factor 4_3: Stagnant Stage

Variables	Loading	Modal Response
Authoritarian Classroom Behavior	.53985	5
Consistent Assessment + or - In Observations	.47732	3
Inconsistent Classroom Management Practices	.42038	5
Less Motivation	.36866	4
Promotes A State Of Self Control	.34310	3
Independent	.33862	5
Semi-Conscious Of Effectiveness	.31310	3
Semi-Favorable Attitude Towards Students	.29058	3
Decreased Subject-Matter Content	.26551	4

Table 6

Variables Loading To Factor 5_1: Terminal Stage

Variables	Loading	Modal Response
Day To Day Function In A Limited Dimension	.44985	5
Decline In Job Satisfaction	.42388	4
Restricted Teaching Attitude	.38321	5
Generic Educational Offering	.37822	5
Armchair Teaching Tactics	.34364	5
Student to Student Learning Relations	-.33732	3
Self-Evaluation Skills	.32974	3
Open Learning Environment	-.32084	3
Low Self-Esteem	.31335	5
Sincere	.30267	3
Low Organizational Interests	.29913	5
Group-Centered Learning	-.27751	3
Few Personal Development Practices	.26941	4
Impartial In Decision-Making	-.26819	3
No Vision Development	.26009	5

Immediate use of this study might involve the identification of teachers who would benefit from staff development and those who might better spend the required time in other activities. Staff development activities appropriate for the different stages could be considered based on the descriptors of the teachers in each stage. Additional research is needed to verify the activities most appropriate and beneficial for each stage, however, the model serves as an immediately usable guide.

The most obvious implication stems from the identification of instructional stages and characteristics of these stages. Additional research is necessary to more completely validate the model and define its uses. Principal perceptions must be correlated with the perceptions of the subject teachers. Once the model is firmly established and adapted for use in identifying particular teachers in instructional stages, various activities can be experimented with to determine which activity is most effective in achieving the desired result of staff development. One possible measure of the effectiveness of activities used with different stages is the attitude of the teachers.

This study supported the proposed hypothesis and further defined Ryans' (1960) theory of effectiveness and appeared to corroborate the concerns of Fuller (1967) brought about by her study on self-evaluation versus personal evaluation and evaluation by others.

Outside the teaching profession there is much to be researched relative to occupational stages. This model needs to be validated in other areas and compared to any models that may already exist.

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